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ABSTRACT

Instruments for screening visual performance, for observing vision behavior, the learner in general, and the student at a learning task, and a parent questionnaire are described. (See TM 001 363 for a description of the total project; for other related documents, see TM 001 160, 364-368, 370-374.) (MS)

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INTENSIFICATION of the LEARNING PROCESS

A SERIES OF REPORTS
DESIGNED FOR CLASSROOM USE

REPORT NO. 7

DIAGNOSTIC INSTRUMENTS

Visual Performance Screening Test
Observing the Learner
Questionnaire - Parent

AN ESEA TITLE III PROJECT

BUCKS COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION SERVICES

FEBRUARY, 1970

PERSONALIZING EDUCATIONAL PRESCRIPTIONS

AN ESEA TITLE III PROJECT
PRODUCED BY
BUCKS COUNTY PUBLIC SCHOOLS
COUNTY ADMINISTRATION BUILDING
DOYLESTOWN, PENNSYLVANIA 18901

PREFACE

Traditionally the Bucks County Schools have been in the forefront of promising educational practices. Therefore, it came as no surprise that the PEP Program was funded by the Federal Government; it was equally reassuring that the NATION'S SCHOOLS identified Bucks County's "Intensification of the Learning Process" as one of the twelve most innovative proposals in the Country.

While this Program may have used a new approach, educators the World over have been giving lip-service for years to the need for personalizing education. In a day and age when we are surrounded by mechanized inventions of all sorts, it becomes even more important for us to preserve the human element related to the teaching-learning process.

The primary goal of the PEP Program is the development of educational prescriptions--prescriptions which are the result of bringing diagnostic services and multi-media services into harmonious relationship as they focus on the individual needs of youth. The success of the venture is tied to our most important educational product--the child himself. With this focus we believe administrative and other supportive services can aid the teacher so that she can directly fit the educational diet to the needs of individual students.

Dr. George E. Raab
Superintendent
Bucks County Public Schools

REQUESTING THE REPORTS

The following reports reflect the views, principles, processes and products used in the dissemination of information about the Bucks County Project for the Intensification of the Learning Process. These reports may be used as a framework for schools developing personalized educational prescriptions for its primary elementary children.

There are ten individual reports. Rather than combine all into one, it was decided to disseminate individual reports. In this way, persons interested in any one individual report may request and receive it without going through a larger document.

Each report is described below by report number, title, and content summary:

Report No. 1 — Project Description

Describes the project goals, objectives, and team involved. Explains briefly the PEP approach to learning diagnosis and use of multi-level stimuli. Also includes a final summary report as well as changes in retrospect.

Report No. 2 — Research Findings

- Part A — Design to Measure the Effectiveness of Personalized Educational Prescriptions in a Pilot Second Grade Classroom
- Part B — Design to Measure the Effectiveness of Personalized Educational Prescriptions in the Second Year of a Pilot Study
- Part C — Analysis of Pre-Test and Post-Test Data

Report No. 2 cont'd.

Part I An Analysis of Data

Part II Homogeneity/Heterogeneity of Group Variances on Pre and Post Tests

Report No. 3 Gross Motor Performance Scale

- Introduction
- Test Administration
- Reliability of Test Items
- Interpretation of Test Scores
- Suggested Circuits for Improving Performance in Tested Areas
- Physical Education Curriculum Guide

Report No. 4 Diagnostic Instruments

- Learner State Check List
- Behavioral Objectives Evaluation Response Form

Report No. 5 Pupil Description Worksheet

- Introduction
- User's Manual
- The Worksheet
- Response Sheet
- Class Pupil Profile Grade 2
- Class Pupil Profile Grade 3
- Initial Personalized Educational Prescription
- Data Collection and Processing

Report No. 6 Educational Grouping Questionnaire

- A Classification of Children of Elementary School Age
- EGQ Manual
- EGQ Instrument
- Reports Provided by Computer
- Programs for the EGQ System
- Psychological Categories
- Sample Print-Out
- Recommendations for Future Development

Report No. 7	Diagnostic Instruments
	Visual Performance Screening Test
	Observing the Learner
	Questionnaire - Parent
Report No. 8	Automated Instructional Resources Retrieval System
	How to Use the AIRRS Thesaurus
	The Thesaurus
Report No. 8a	AIRRS Supplement
	Preface
	Why a Thesaurus
	Format of Document Record
	Present Status
Report No. 9	Curriculum Resources Center
Report No. 10	Prototype Curriculum Guides
	Mathematics
	Language Arts
	Science
	Social Studies

Each of the above reports are products related to the two objectives of the Intensification of the Learning Process, better known as Personalizing Educational Prescriptions (PEP) project.

1. The improvement of the diagnostic process with primary emphasis on the development of personalized educational prescriptions for all pupils.
2. The improvement and expansion of multi-media services for all pupils.

Bucks County Public Schools

Project for the

I N T E N S I F I C A T I O N O F T H E L E A R N I N G P R O C E S S

Report No. 7

DIAGNOSTIC INSTRUMENT

Visual Performance Screening Test
Observing The Learner
Questionnaire Parent

ACKNOWLEDGEMENT

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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BUCKS COUNTY PROJECT FOR THE INTENSIFICATION OF THE LEARNING PROCESS

SCREENING TESTS

to

APPRAISE VISUAL PERFORMANCE PERTINENT TO CLASSROOM PERFORMANCE

Gerald N. Getman, O.D., D.O.S.
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The Pathway School, Norristown, Pa.

The following tests of visual performance are chosen and designed for the use of the school nurse and the teacher in charge of vision services for the school. They are not intended to permit the teacher or nurse to 'diagnose' a vision problem that needs specific clinical attention. They are intended to assist these specially trained members of the school staff to identify a vision problem that will interfer with a child's progress in the academic program, or prevent the classroom teacher from reaching fullest possible effectivity with children in her group. These screening tests have also been chosen so all school personnel can identify the visual perceptual problems and make recommendations for further clinical care without criticisms of making "over-referrals". Finally, these screening tests will allow the school staff to communicate the "suspected problem" to the child's parent so the child who is referred for clinical care will not be subjected to incomplete, unrelated, nor inappropriate "eye examinations" that leave the entire visual performance adequacy in doubt.

I. ACUITY OF SIGHT - - - - - 16 to 20 Feet Distances.

The usual Snellen chart procedures should be used here with two additions: (a) after acuity is tested with each eye separately, it MUST also be tested with both eyes at the same time; (b) either get additional charts, or make up a new chart with 2 or 3 lines of letters in each size.

1. All neurological, physiological, and anatomical literature about the eyes and the entire visual system emphasizes the importance of the unity and teaming of two organs as if they were a single organ. This same extensive literature points up the fact that these two organs, when working in unision become something much more than "1 + 1 = 2". Most sight acuity tests record each eye's ability, and give no attention to what both can do when used as a team. This information is so very significant--especially in the screening of Kindergarten and First Grade children--that it must not be omitted.

2. All children, and especially the primary grade child, are excellent parrots and they excel at instant memorization. A single line of letters on any acuity chart is very inadequate. There should be one line of letters for the right eye, another line for the left, and still another line for use when the child is reading the chart with both eyes. Further, the Directional E chart is very inadequate and may be very misleading. Most children in Kindergarten, and many in Grade 1 do not have enough skill in judging directionalities to be subjected to this type of test. Granted--they will be even less familiar with the alphabet, but the letters on the chart need not be presented as alphabet, but as a form for the child to draw in the air or on the arm of his chair with his forefinger. The methods of presentation on this test

are not difficult and there is so much less confusion demonstrated by the child, that the adults doing the screening will have much more confidence in the results obtained. It is also terribly important for the examiner to remember that this is nothing more than a test of clarity of sight, and not a test of letter recognition.

II. ACUITY OF SIGHT - - - - - At Reading, Writing, and Study Distances.

Fully standardized and appropriate charts are available to make screening appraisals of the child's ability to see clearly and quickly at the distance where he will be doing most of his school work. Any screening series that does not investigate this area of visual skill and performance ignores the fact that the child is involved in school work. There is much evidence that "far point (20 feet) acuity" has little or no direct correlation to classroom achievement. In fact, most of the formal studies that have been made "prove" that "the poorer the distance acuity--the better the academic standing." By contrast, every vision specialist that deals with the dynamic and functional aspects of vision, knows that the speed, accuracy, consistency, reliability, and durability of the visual mechanisms on continued near point (study distance) tasks are all critical visual performance aspects of academic performance.

These charts have three or more words or lines of letters of each size so each eye's individual acuity of sight, and both eyes together, can be screened. The very same points made about "acuity at far" hold here at the near distances--and the "both eyes" responses of the children can be of tremendously greater significance than on the far point tests. It is important here, also, for the examiner to realize that this is primarily a test of clarity and speed of focusing skill. Because there is considerably more physiological and perceptual process involved in all near point activities, this part of the screening test can very easily be utilized to make a simple critique of form perception, and the child's readiness

for the symbolic demands of the classroom materials. This should be discussed and considered for inclusion, or exclusion, in the screening battery. (No response; draws in air; draws on hand or arm of chair; names some of the letters)

III. OCULAR MOTILITIES - - - - - PURSUITS

Horizontal, vertical and rotational pursuits should be checked, each eye alone, and then both eyes together, for the same reasons acuities should be so investigated. The contribution that each eye makes to the other MUST NOT BE OVERLOOKED in any screening or appraisal of the visual performance that is related to classroom performance.

Some very definite consideration, can, and should, be given to the change in ocular pursuit performance when the child brings in his own hand to steer or support his eye movements. These observations can give the examiners, and the classroom teacher, clues to the child's level of readiness for visually centered classroom tasks. It can also give significant clues to the type of tasks the teacher can utilize to gain the greatest eye-hand coordination skills for the "cut, color; paste and hang" procedures.

IV OCULAR MOTILITIES - - - - - SACCADICS

Same comments as above, but with emphasis on near-far; far-near; and side to side localizations and grasps.

Scaling, and levels of achievement should be established in the examiner's mind for added judgments of child's needs both academically and clinically.

SCREENING RECORD SHEET

I. Acuity of sight at distance (16 to 20 feet)

Right eye — Letters named_____ letters "drawn" in air _____

Left eye — Letters "drawn" on other hand or arm of chair _____

Both eyes — No response_____

Remarks: (re: any aspect of the performance examiner feels should be put on record for future reference)

II. Acuity of sight at study distance (10 to 16 inches)

Right eye — Letters named_____ Letters "drawn" in air _____

Left eye — Letters "drawn" on other hand or arm of chair _____

Both eyes — No response_____

Remarks:

III. Ocular motilities (pursuits)

	Horizontal	Vertical	Rotational
Right eye			
Left eyes			
Both eyes			

Does_____ does not_____ improve when child brings his own preferred hand in to point at the target while keeping his eyes on the target.

Does_____ does not_____ improve with repetition.

Remarks:

IV. Ocular motilities (saccadics)

	near - far	far - near	side to side
Right eye			
Left eye			
Both eyes			

(Continued on next page)

Does_____does not_____improve when child brings in one or both of his own hands to point at the targets being used.

Does_____does not_____improve with repetition.

Remarks:

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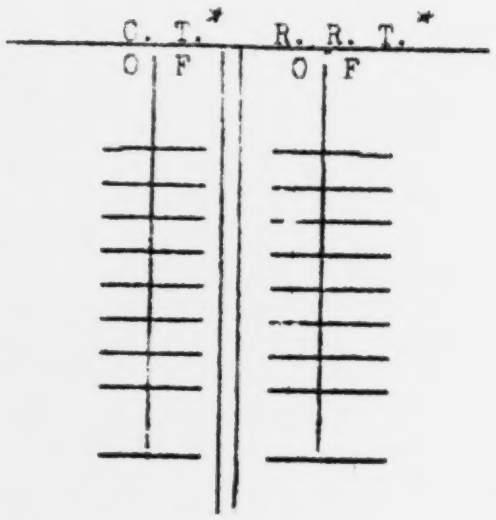
OBSERVATIONS OF VISION BEHAVIOR BY CLASSROOM AND REMEDIAL READING TEACHERS *

I. EYE MOVEMENT SKILL (Ocular Motility)

Three aspects of this skill that can be observed:
- Horizontal eye movements (side to side)
- Vertical eye movements (up-down, near-far)
- Diagonal eye movements (corner to corner)

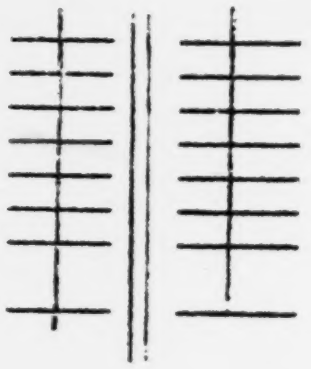


Indications of a visual problem:
- Head turning instead of eye movements
- Short attention span
- Frequent loss of place on printed materials and worksheets
- Frequent omission of words and phrases
- Repetitive omissions of the "small" words
- Confusion of left right directions
- "Uphill or downhill" writing on paper
- Poor orientation of drawings on page
- Stumbling and clumsiness in all playground or classroom activity

II. EYE TEAMING SKILL (Binocularity)

Two aspects of this skill that can be observed:
- Horizontal teaming: Alignment of both eyes so they are in position to inspect the same object or symbol at the same instant.
- Near to far, and far to near teaming: Immediacy and clarity of objects or symbols at all interest points in the classroom.

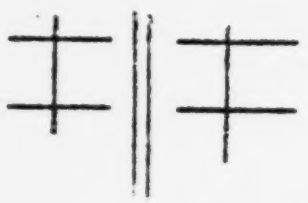
Indications of a visual problem:
- Complaints of seeing double (diplopia)
- Repetition of letters within words
- Confusion or repetition of words in the same sentence
- Omission of words, small phrases, or numbers
- Squinting, closing, or covering one eye
- Extreme head tilt, or working off to one side of desk
- Drawing and writing will be very poorly placed on paper
- Total postural deviations that continue in the same pattern of body distortions at all desk activities

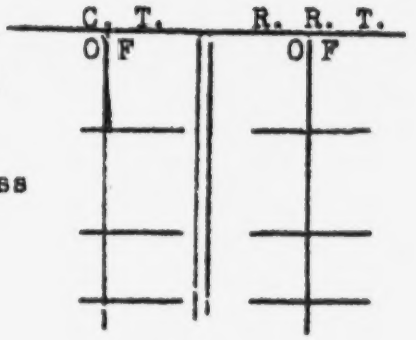


III. EYE-HAND COORDINATION SKILL

Aspects of this skill that can be observed:
The ability to make visual discriminations of size, shape, texture and object location. The ability is dependent upon the use, practice, and integration of eyes and hands as <u>paired learning tools</u>. The skill and accuracy of eye-hand coordination for inspection of objects and making the written symbols are preparatory and basic to the visual interpretations of likenesses and differences of the words or numbers printed in work and textbooks.

Indications of a visual problem:
The child must feel of things, or run fingers over the printed page, before any interpretive decision can be made.
Paper work shows extreme lack of orientation on page, as if the eyes were not being used to "steer" hand movements.



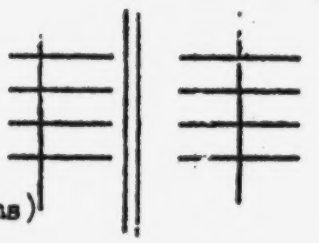


Lines of numbers and writing are crooked, poorly spaced, and not kept on the ruled lines of the paper.
The child can only keep his place in a visual task by using his hand, or fingertips to steer his ocular movements across the page.
Clumsy, "careless," and messy craft work in any grade after kindergarten and mid first grade.

IV. VISUAL FORM PERCEPTION (Visual Imagery, Visual Memory)

Aspects of this skill that can be observed:
The ability of the child to relate the primary experiences to the pictures and words he sees on the printed page. The skills, I, II, and III provide perceptual information that permits the translation of object size, shape, texture, location, distance, and three dimensional solidity into understandable pictures and words. Interpretations of pictures and words through the visual mechanism is a skill derived from the visual and tactual skills. Visual form perception is a derived skill - not separate or an independent skill. The ultimate purpose is to have immediate and accurate discrimination of likeness and differences to achieve comprehension and to follow with appropriate action.

Indications of a visual problem:
A confusion of forms - likenesses and differences
A return to use of hands to find likenesses and differences
Poor visual imagery or visual memory
Reversals and other confusions in copy forms

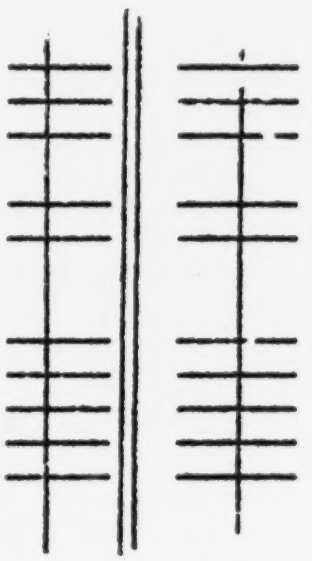


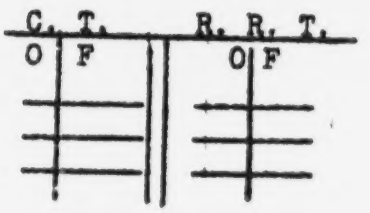
V. REFRACTIVE STATUS (Hyperopia, Myopia, Astigmatism, Refractive Problems)

Importance of this aspect:

Like Form Perception, this is a condition determined by the other areas of visual performance. Adults concerned with children and their academic achievement need to be aware of evidence of a refractive problem. Distortions of inadequacies of the eyes, which alter the visual information signals (which the child must interpretively match with auditory and tactual signals every moment of every class day) can hinder the child's comprehension processes. Some of these ocular distortions can so override auditory and tactual information signals that comprehension can be completely voided.

Indications of a visual problem:
Loss of comprehension in any reading task which is continued beyond a paragraph or two.
Continuing mispronunciations of similiar letters or words
Excessive blinking while reading or writing
Holding book too closely, or getting too close to desk materials
Avoidance of all near-centered visual tasks
Any complaint of discomfort or inability to learn in a task that demands consistent visual interpretations
Closing or covering one eye while reading or doing desk work
Frequent errors in transfer from chalkboard to paper
Frequent errors in transfer from reference book to paper
Squinting and scowling to see what is written on chalkboard
Moving nearer to chalkboard to see





Frequent rubbing of eyes during periods of visual activity
Complaints of eyeache or headache in early afternoon
Observable fatigue after intensive visual activities

* The check spaces at the right side of each page allow for notations of Occasional (O) or Frequent (F) behavior as it is observed by Classroom Teacher (C.T.) and/or Remedial Reading Teacher (R.R.T.).

Source: Getman, G. N., O.D., D.O.S., "The Primary Visual Abilities Essential to Academic Achievement." 1964, Optometric Extension Program Foundation, Duncan, Oklahoma.

OBSERVATION OF THE LEARNER

The Bucks County Project for the Intensification of the Learning Process is primarily interested in how each child learns so as to develop the means for intensifying the process in the school setting. In order to do this an elaborate diagnostic scheme has been organized. Included in this diagnosis is the systematic observation of the child's behavior while he is in school.

To know the "typical" behavior of an individual, it is necessary to know how he characteristically acts in a particular situation. But situations change from day to day and moment to moment. If we observe the attentiveness of a pupil before lunch, we get a different impression from the one we would get in midafternoon. If we observe cheerfulness or politeness when he is worried, our impressions would be unfair. The only way to be even moderately certain of typical behavior is to study the subject on many occassions.

DEFINITION OF OBSERVATIONAL TECHNIQUE

Goodenough (3) indicates that the technique

> "...consists simply in the observation of the everyday behavior of an individual or a group of individuals for definite short periods of time and the recording of the occurrence or non-occurrence of certain specified and objectively defined forms of behavior during each of these periods. The number of periods in which the report is positive for a given individual is then treated as his score. Since the number and length of the observational periods are the same for all individuals, a direct comparison of the frequencies or schares is thus made possible. A further requirement is that all individuals be observed under similar conditions, either during the performance of similar activities or when variation in activity is brought about only through the free choice of the subject himself."

Jersild and Meigs (4) make three distinctions among situations to which direct observation has been applied. They speak of "free situations," conceiving them as situations which contain no restrictions other than those inherent in the situations themselves. Second are "manipulated situations."

These are situations to which the investigators have added special factors or introduced additional variables, such as frustrating tasks or planned interruptions, in order to precipitate given types of behavior. Third are "partially controlled" situations, a fusion of the two previous types.

The observer, before approaching the situation, decides which aspects of the behavior of the individuals involved he will select and record. Units of behavior or patterns that are to be recorded and scored should be defined in terms of overt action. Measurement of the objectivity of the definition used should be attempted. Both control of the observer and measurement of the two methods of recording observations may be described:

1. The units of behavior which are to be observed are defintед in advance. These definitions, called categories, represent a summary of a particular form of action and behavior. A behavior category may describe a simple form of expressive behavior such as smiling or laughing, or it may indicate a more complex form of inter-personal behavior such as "being helpful." Categories are arrived at by exploratory observations and are refined in accordance with the emphasis of the study undertaken. During the investigation a check or symbol is entered on the record each time an item of a given category occurs. An observer cannot see and record everything, though several observers may agree to concentrate on different units of behavior and pool their observations. Whether, however, the emphasis is on detailed descriptions of limited aspects of behavior or on a simple listing of the occurence or nonoccurrence of general patterns of activity, the principle of selectivity must be recognized. It is necessary to plan what will be recorded and what will be ignored, what will be noted in detail and what will be described in more general terms.

2. For many purposes, however, it is important to consider items of behavior in terms of their context and the patterns of which they are a part. This relatedness of acts is unique for each situation and thus is not accessible to previous categorization. This requires a second method of recording observations, the "running account" method which enables the investigator to capture the context in which units of behavior occur. The observer using this method gives a fluid, running account. He records as fast as he can as much as he can hear and see which he feels is relevant to the problem under study. This latter consideration is important. Running account observations are not planless observations. There must be understanding, before the observer begins to take records, regarding the points of emphasis in the observation.

LENGTH OF OBSERVATION PERIODS

Single observation periods may extend anywhere from several minutes to several hours. Total observation of behavior in studies of growth and development has been carried on for months and years (5). Two factors determine

the length of the observation period: the nature of the phenomenon under study, and feasibility. There is also a limitation which is imposed upon the duration of observation by the division of school activity into class periods. Jersild and Meigs (4) advise a series of many short, rotated periods, ranging from five to fifteen minutes, when studying the behavior of young children, especially in "free" situations.

The use of shorter observation periods may mean a loss in sequence of observation, due to the chain of stimulus-response-stimulus behavior which exists in social situations. Activities may be initiated before the onset of an observation period, and behavior manifested during that period may be a part of a sequence of chain behavior reactions released by these activities. In shorter observation periods, important relationships may be missed or misunderstood by the observer.

CAUTIONS TO THE OBSERVER

Investigators are cautioned to keep the following points in mind when employing the method of observation (1).

A. The significance of observations depends upon the ability, understanding, and characteristics of the observer.

B. The observer needs to be conscious of the danger of misinterpretation through the confusion of symptoms with underlying causes.

C. Recordings of observations should be made promptly, so that none of the important details will be forgotten.

D. Generalizations from observation should be arrived at only after careful study. Such generalizations should be held to a minimum.

LIMITATIONS OF DATA FROM OBSERVATION

Observation as a technique requires a considerable amount of skill. Observers must be conscious of the difference between <u>describing</u> behavior and <u>evaluating</u> behavior. The personality of the observer becomes an additional variable. The experiences, biases, and values of the observer cannot always be completely separated from the behavior he is recording. Similar

behavior manifested by different individuals may not have the same meaning to different observers. Observation, of course, does not give the same insight into individual personality structure as do projective techniques. In addition, observational techniques are time consuming.

DEFINITION OF ANECDOTAL RECORDS

Traxler (6) reports several definitions of anecdotal records which appear in the literature. Anecdotal records have been defined as "reports of significant episodes in the life of students," as "simple statements of incidents deemed by the observer to be significant with respect to a given pupil," and as "descriptions of actual behavior taking place in situations noted by the instructor," in contrast with rating scales which provide records only of the summary interpretation of the behavior observed.

In general, anecdotal records are a series of notes on exactly what a child said or did in concrete situations. As successive observations accumulate, the records contain a variety and continuity of evidence which yield a picture of the child's behavior patterns and growth, his interests and attitudes, his strengths and weaknesses, and problems. These records are not to be confused with case studies, which contain more extensive data, including developmental and family histories. Anecdotal records are reports of current observations of specific incidents which illustrate the child's reactions. Such observations are entered on these records frequently enough to give an adequate picture of the child's growth.

CRITERIA FOR RECORDING ANECDOTES

Certain uniform standards should be observed in recording anecdotal material. The following list includes some of the essentials for any anecdotal record keeping:

1. Each entry should be dated, so that the sequence and lapse of time are clear when the record is reviewed for evidence of the child's

development and growth. Incidents should be recorded on the day on which they occur before memory of them becomes distorted.

2. Each entry should contain some statement of the situation in which the incident occurred, so that it can be properly interpreted. A child's shouting excitedly during a ball game and his shouting in the midst of an arithmetic test would certainly be interpreted differently.

   Examples:
   4/15/54 During class discussion _____
   4/22/54 While painting in class _____

3. Each anecdotal entry should be a brief factual description of an incident complete enough so that it can be understood later, when an attempt is made to evaluate the child's behavior.

   Examples: Entry for a first-grade girl, Arlene:
   10/3/54 Came in crying this morning, "My dear, dear doggie was at the kennels and my daddy told me that he is not coming home again."

4. Entries should be objective reporting of facts insofar as possible. A generalized statement or tentative interpretation may be necessary to make the picture clearer, but should always be accompanied by reports of specific incidents and should be based upon adequate facts. Interpretations and generalizations should be placed in parentheses to differentiate them from factual data.

Traxler points out that many teachers obscure the report of what they observe with subjective statements of opinion concerning interpretation and treatment (6). He gives the following example of such a "mixed" anecdote:

> "In a meeting of her club today, Alice showed her jealousy of the new president by firing questions at her whenever there was an opportunity. She tried to create difficulties by constant interruptions throughout the period. The other students showed their resentment by calling for her to sit down. It is apparent that she is a natural trouble-maker, and I think her counselor should have her in for a serious talk."

Traxler explains that the phrases "showed her jealousy," "showed their resentment," and others are value statements and do not represent an objective description of what happened. He objectifies the report in this manner:

> Incident:
> In a meeting of her club today, Alice fired questions at the new president at every opportunity. She interrupted many times during the period. On several occasions the other students called for her to sit down.

Interpretation of the incident may then be added to the objective description, to quote:

> Interpretation:
> Alice seemed to be jealous of the new president and desirous of creating difficulties. The other students appeared to resent her actions. The girl seems to enjoy making trouble for others.

Sometimes observations which are fused with evaluative comments display good insights into the behavior observed. These insights would stand out more clearly, however, if they were separated from the descriptive material.

5. Entries of incidents showing desirable, passive, inconspicuous, or non-participating behavior are as important in giving a true picture of the child as incidents of undesirable or dramatic behavior.

6. Enter information about home attitudes when it is obtained, since it may contribute clues to the interpretation of the child's behavior which no amount of school observation will yield.

7. Have an adequate number and sequence of anecdotal entries upon which to base judgments and interpretation of behavior. For some children more entries are necessary than for others. A teacher just beginning to keep records should make only about one entry a week for each chosen child, more if necessary. With experience, fewer entries may be found sufficient.

COMMON ERRORS IN RECORDING WHICH SHOULD BE AVOIDED

1. A common error of beginners is to give generalized descriptions or evaluations of behavior rather than specific incidents.

   Examples of generalizations:

   > Chatters all the time.
   > Is interested in art.

   Examples of evaluations:

   > Is a lazy as two donkeys.
   > Is very sensitive-a good child.

2. Another common error is to give the teacher's personal reaction to the child rather than the child's behavior.

   Examples:

   > Isn't an interesting or colorful subject to report on. Gets in your hair. Shows no interest. Wish I could see what's behind the Iron Curtain she's set up.

This entry shows the teacher's reaction but gives us little information about the child's actual behavior.

A sweet, charming child.

This again indicates the teacher's reaction rather than the child's specific behavior.

3. Beginners tend to interpret behavior before there are adequate data and to confuse such interpretations with facts.

4. Recording primarily negative or dramatic incidents is a tendency that must be guarded against. The record must not be allowed to become a report of a child's misdeeds and failure to conform. It should be a balanced, not a one-sided picture of the child.

5. There is no need to worry if a significant item is omitted. It is impossible and unnecessary to record everything. The record contains only samples of the child's behavior. If the behavior that has not been recorded is really important in the child's adjustment and growth, the same pattern of behavior will be repeated and there will be later opportunities to record it. If that pattern is not repeated, the original incident was probably not important.

BUCKS COUNTY PROJECT

Anecdotal Record

Pupil _____ Class _____

Date	Incident	Comment Interpretation
_____	_____	_____

Observer _____

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ED 063350

OBSERVING THE INDIVIDUAL STUDENT AT A LEARNING TASK

(This instrument has been designed to record an observation of an individual student's behavior while engaged in a purposeful learning task.)

OBSERVED BY: _____ DATE: _____

STUDENT OBSERVED: _____

LOCATION OF OBSERVATION: _____

TIME DURATION: From _____ To _____

LEARNING ACTIVITY (Behavioral Objective): _____

_____

_____

(Please Check Appropriate Spaces)

A. LEARNING SETTING:

1. Classroom _____
   Gymnasium _____
   Library _____
   Cafeteria _____
   Playground _____
   Other _____

2. Teacher Directed _____
   Teacher Directed with pupils involved in decision making _____
   Pupil Directed _____
   Other _____

3. In large group (8 -)
   In small group (3 - 7)
   In tutorial dyad (2)
   Individual

4. At chalkboard _____
   At Desk _____
   At Listening Center _____
   At Learning Carrel _____
   At table _____
   On chairs in group _____
   On floor _____
   Other _____

5. Paper-pencil _____
   Paper-pencil -book _____
   Paper-pencil-non-book media _____
   Non-book media alone _____
   Other _____

6. Most children at tasks _____
   Some children at tasks _____
   No children at tasks _____
   Other _____

REMARKS: (If "other" is checked, please explain here in addition to other comments.)

_____

_____

_____

026 100 ET

B. INITIATING ACTIVITY:

1. Teacher describes orally to:
   - Whole Class (8-?)_____
   - Small Group (3-7)_____
   - Tutorial Dyad (2)_____
   - Individual

2. Teacher directs attention to instructions:
   - On Chalkboard _____
   - In pamphlet _____
   - In book _____
   - On work sheets _____
   - On bulletin board _____
   - On projection screen _____
   - Other _____

3. Pupil reads and follows instruction without obvious direction from:
   - Chalkboard _____
   - Book _____
   - Pamphlet _____
   - Bulletin board _____
   - Work sheets _____
   - Other _____

4. Pupil responded as soon as instructions were given _____

   Pupil asked questions about instructions _____

   Pupil asked several questions about instructions _____

   Other _____

5. Pupil has instructions repeated by:
   - Teacher _____
   - Fellow Student _____
   - Other _____

REMARKS: (If "Other" is checked, please explain here in addition to other comments):

_____

_____

_____

_____

C. TASK PERFORMANCE:

1. Pupil
   - Continued to work on task to completion _____
   - Worked for a while, rested & returned to work _____
   - Observed long periods of rest with little attention to task _____
   - Other _____

2. Pupil was distracted from task by:
   - Neighbor _____
   - Noise _____
   - Teacher activity _____
   - Other pupil activity _____
   - Apparent day-dreaming _____
   - Other _____

3. Pupil seems confused about what he is to do _____

   Pupil moves slowly, watching others around him for clues _____

   Pupil moves towards accomplishment of task _____

   Other _____

4. Pupil finishes task before others who have been given same task _____

   Finishes task at same time as others given same task _____

   Finishes task after others who are given same task _____

   Does not finish task _____

   Other _____

C. TASK PERFORMANCE (continued)

5. Pupil asks for help from _____ teacher

   Asks for help from neighbor____

   Does not ask for help though stymied and not working _____

   Other _____

6. Pupil remains in seat during task _____

   Appears restless in seat at intervals during task_____

   Frequently out of seat during task _____

   Other _____

7. Pupil's facial expression is
   - Smiling _____
   - Serious _____
   - Sullen _____
   - Sad _____
   - Crying _____
   - Other _____

REMARKS: (if "Other is checked, please explain here in addition to other comments.)_____

_____

_____

_____

D. CLOSURE ACTIVITIES:

1. Pupil -
   Followed instructions when task was completed_____

   Had to be reminded of instructions given to be used as task was completed___

   Other _____

2. Pupil -
   Asks teacher for another task _____

   Picks up another task on his own _____

   Example _____

   Sits and waits for direction___

   Gets up and distracts others___

   Other _____

3. Teacher -
   Goes to pupil and comments on task product_____

   Sees that pupil has completed task and gives him a new task _____

   Collects task product without comment _____

   Other _____

REMARKS: (If "Other" is checked, please explain here in addition to other comments)_____

_____

_____

_____

COMMENTS: - NOTES: - FURTHER RECOMMENDATIONS: -

PREPARED BY
R. KENNETH PIERCE, DIRECTOR

PARENT QUESTIONNAIRE

The purpose of the Parent Questionnaire is to look at "parental attitudes" toward the project. The approach is to examine the parents' perception of their children in the project.

Each question is handled separately; yet the responses are grouped according to similarity. Types of responses and frequencies are reported.

A letter with the questionnaire was sent to each parent having a child in the project. (See Appendix A and B)

An analysis of the questionnaire and responses are reported herein.

Analysis of Responses on "Parental Questionnaire"

As part of the overall evaluation of P.E.P., a short open-ended questionnaire designed to have the parents summarize some of their observations of their child's feelings about school and his general response to learning was administered during the 1968-69 school year. The parents were asked to complete the following six sentences:

1. My child has changed since last year in _____
2. My child has difficulty in _____
3. The Project's influence on my child's classroom has _____
4. My child believes the teacher is _____
5. My child is looking forward to _____
6. My child is curious about _____

In addition to the six questions there was a provision for a seventh response called additional comments. The cover letter requested that the parents provide some of their observations concerning significant changes in the educational growth of their child. It also stated, "We solicit your critical views. Feel free to answer . . . in the way that is most comfortable to you. We are very concerned that we know how you, as a parent, feel about how your child has been affected by the program." Twenty parents of the pupils in the pilot class responded which represents _____ per cent of the total.

The purpose of the "Parental Questionnaire" was to look at parental attitude toward the project. The approach was not a direct one, but to examine the parents perception of the influence of the project on their children and infer that if the parents perceive a positive influence it is an indication of a positive attitude toward the project. The responses were analyzed by the staff of the Research and Planning Division of the Bucks County Schools. Three members of the staff, one who was involved with the original design of the questionnaire and two who were not, categorized the responses for each of the six questions and the comments into

three categories each. The responses to questions one, two, five, six and the comments were judged as positive, negative, or neutral. The responses for questions three and four were judged as positive, negative, or general. Throughout the questionnaire, the "no responses" were judged neutral or general.

The changes in the child as perceived by the parents were categorized as changes in attitude, changes in adjustment, or general changes. There were thirteen positive, one negative and six neutral responses. The children's difficulties as perceived by the parents in question two, were categorized as difficulties with subjects, personal difficulties, and general difficulties. They were judged positive if they appeared to be expected for the age group or did not reflect adversely on the Project. There were eighteen positive responses, zero negative responses, and two neutral responses. The Projects influence on attitude, influence on achievement, and general influence. There were thirteen positive, two negative and five general responses. The child's feelings about the teacher as expressed by the parents on question four, were categorized as personal, helpful, or general. There were nineteen positive, one negative, and zero general responses. The responses to question five were categorized as the pupil looking forward to school activities, non-school activities, and general activities. There were eighteen positive, zero negative, and two neutral responses. The responses to question six were categorized as the child's curiosity about school, curiosity about life, or general curiosity. There were fifteen positive, zero negative, and five neutral or non-descriptive responses. The comments in question seven were categorized as general comments, comments on the school, and comments on personal development and/or interaction of the pupil. There were ten positive responses and four negative responses. There were five no answers and one comment about the questionnaire itself.

If it is valid to assume that a parent will have a positive attitude toward a project in which he perceives his child having a positive reaction or relationship, valid inferences can be made about parental attitude from the responses on the comment section and questions one, three and four. Starting with the above assumption and combining the responses of the twenty parents on the four questions there were fifty five positive responses, eight negative responses and seventeen general responses and it is inferred that the parents of the pupils who responded have a positive attitude towards the P.E.P. Project. No inferences about parental attitudes are made from the other questions, but it is worth noting that there were no adverse comments about the project in the responses to questions two or five. In these questions the parents were given an opportunity to express the opinion that, "My child has difficulty in adapting to the Project", "My child is looking forward to the end of the Project", or some similiar comment.

The nature of the responses and their possible interpretation are also of interest to those concerned with the evaluation of P.E.P. A summary of the responses follows:

1. The changes in the children noticed by the parents were a greater interest in school work and a more positive attitude toward it.
2. The difficulties noticed by parents were equally divided between subject matter and personality problems. The subject matter difficulties centered around mathematics and reading. The personality difficulties covered a broad range.
3. The parents indicated the projects positive influence was in the interest in learning and school that was generated.
4. The teacher is portrayed as a very helpful, considerate friend who cares for the child and his welfare.

5. The majority of parents indicated that their child is looking forward to a continuation of school activities in one way or another.
6. The interests noted by the parents were about equally divided between school activities and life activities and many of the life activities could be considered as school activities.
7. The comments from the parents indicate that they are generally pleased with the program and feel fortunate that their children have had an opportunity to participate.

These responses indicate that the P.E.P. Project has been successful in fostering a healthy positive attitude towards school and learning. The responses on the comments indicate that the parents have a positive attitude toward the project.

ANALYSIS OF P.E.P. QUESTIONNAIRE

(1) "My child has changed since last year in _____."

Category	Positive	Negative	Neutral	Total
Attitude	Wants to achieve more Improved work habits Study more More alert & objective Improved attitude to school Broader interests Interested in many ways Confidence & Enthusiasm	more of a dreamer		9
Adjustment	Matured Settled behavior Emotional Behavior Less withdrawn			4
General	Has benefited		Everything No Change Nothing Ambiguous Question Normal Development No Noticeable Change	7
	13	1	6	20

(2) "My child has difficulty in _____."

Category	Positive	Negative	Neutral	Total
Subjects	Handwriting Reading & Math Math Money & Time Problems Reading, Spelling, Math Vocabulary Sounding out words Reading & Math			8
Personal	Sharing experiences Realizing self limitation Sharing with others Self control Attention span Keeping from being bored Making friends Paying attention			8
General	Nothing No difficulty		No answer No answer	4
	18	0	2	20

(3) "The Project's influence on my child's classroom has _____."

Category	Positive	Negative	General	Total
Attitude	Schoolwork interesting Enjoys learning Attention Interesting & informal Never ending interest New & Interesting Caring for other people's equipment Hates to miss school Pride in activities Willingness to learn Interest in school			11
Achievement		Descriptive Disrupting		2
General	Helped a lot Delightful learning experience		No answer No answer No answer No effect Don't know	7
	13	2	5	20

(4) "My child believes the teacher is _____."

Category	Positive	Negative	General	Total
Personal	A friend Understanding Interested in child Wonderful teacher -- friend Friend Nice - teacher cared	unfair		7
Helpful	Fair minded Wants to be helpful Nice, helpful Nice, helpful			4
General	Great Nice, the best Knows All Enjoyed teacher Tops Nice Interesting Nice Wonderful			9
	19	1	0	20

(5) "My child is looking forward to _____."

Category	Positive	Negative	Neutral	Total
School	Third Grade Third Grade Continuation of school Third Grade Resuming School A new school Third Grade Third Grade Third Grade Third Grade Continue Project New school			13
Non-school	Vacation New home & job High School Graduation Vacation			4
General	Adding to life		All activities No answer	3
	18	0	2	20

(6) "My child is curious about _____."

School	New vocabulary What more they will teach him Machines in class What he will learn next Science, sea life World Affairs Pets, animals - being read to			7
Life	Science, nature of things Future Life (day to day) Life itself Nature, plants and animals Opposite sex Religion T.V.			8
General			Usual things Anything - question Most things Everything Many things	5
	15	0	5	20

(7) Comments

Category	Positive	Negative	Neutral	Total
School	Enjoys school	Can't read No better than teacher		3
Personal	Self Confidence Teacher interest Matured faster Teacher considerate Controlled competition	More of a dreamer Too permissive		7
General	Fortunate experience Chance of a lifetime Wonderful plan Helped child		Vague questionnaire No answer No answer No answer No answer No answer	10
	10	4	6	20

E.E.P. QUESTIONNAIRE SYNOPSIS

Category	Positive	Negative	Neutral	Total
(1) Attitude	8	1	0	9
Adjustment	4	0	0	4
General	1	0	6	7
	13	1	6	20
(2) Subject	8	0	0	8
Personal	8	0	0	8
General	2	0	2	4
	18	0	2	20
(3) Achievement	0	2	0	2
Attitude	11	0	0	11
General	2	0	5	7
	13	2	5	20
(4) Personal	6	1	0	7
Helpful	4	0	0	4
General	9	0	0	9
	19	1	0	20
(5) School	13	0	0	13
Non School	4	0	0	4
General	3	0	0	3
(6) School	7	0	0	7
Life	8	0	0	8
General	5	0	0	5
	20	0	0	20
(7) School	1	2	0	3
Personal	5	2	0	7
General	4	0	6	10
	10	4	6	20

Appendix A

Your child has been a part of the Pilot Class for the Bucks County Project for the Intensification of the Learning Process at the Doyle Elementary School during this past year. Since we are nearing the end of the first year, and the information is being gathered concerning the significant changes that have taken place in the educational growth of your child, we are asking you to provide us with some of <u>your</u> observations. Please complete the sentences on the attached sheet. We solicit your critical views. Feel free to answer these questions in the way that is most comfortable for you. We are very concerned that we know how you, as a parent, feel about how your child has been affected by the program.

On behalf of the Bucks County Superintendent of Schools Office, we wish to thank you for your splendid cooperation in working with our Project. Your school principal, Mr. Donald McClintock, and classroom teacher, Mrs. Josephine Davis, are to be commended for their consistent development of better educational patterns for all children.

Sincerely yours,

Project Director

Appendix B

PARENTAL QUESTIONNAIRE

(Please complete the following sentences:)

1. My child has changed since last year in _____

_____

2. My child has difficulty in _____

_____

3. The Project's influence on my child's classroom has _____

_____

4. My child believes the teacher is _____

_____

5. My child is looking forward to _____

_____

6. My child is curious about _____

_____

Additional Comments you may wish to make: _____

_____

_____

_____
Signature of Parent

(Please return this questionnaire to Project Director in the enclosed self-addressed envelope.)

ED 063351

CG 006 100

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